

Equality and Diversity Report: Spring 2019

Following the Equality Act 2010, all previous legislation was streamlined into a single Equality Duty.

The following report outlines the progress of Cheddington Combined School against the 3 key areas identified

1. Eliminating discrimination and other conduct that is prohibited by the Act:

- Equality and Diversity Policy adopted by Governors Spring 2014
- Behaviour Policy revised and agreed by Governors Spring 2019 (due for review summer 2020)
- The anti-bullying policy was revised and agreed by Governors in Summer 2017 (due for review summer 2020). This is reviewed annually by the pupils
- We have a Friendship Bench to support pupils on the playground
- Our pupils exhibit outstanding standards of behaviour and tolerance towards others
 - *Pupil Survey 2019 showed 98% felt safe at school*
- The Healthy/Eco Committee is responsible for monitoring the school's equality duty.

2. Advancing equality of opportunity for all:

- We reflect equality of opportunity by being clear that our policies apply to all children: e.g. within the following policies
 - Equality and Diversity Policy
 - SEN policy
 - Admissions Policy(County)
 - Teaching and Learning Policy
 - Behaviour Policy
 - Anti - Bullying Policy
 - (As policies are reviewed and updated they are checked to ensure that there is no discrimination due to age, disability, gender, marital/civil partnership status, pregnancy/maternity status, ethnicity, religion/belief, sexual orientation, gender reassignment.)
- Racial incidents are extremely rare. If they occur they are recorded and reported to Governors termly. The very few racist concerns to date have been the result of pupils using racist language without understanding the significance of their remarks. In all cases a discussion is held with pupils to educate and explain why such language is inappropriate.
- Staff recruitment procedures include an equality phrase: '*Cheddington School operates an equal opportunities policy.*'
- Consideration of the needs of pupils with SEND is made to enable access and inclusion to extra-curricular activities, trips, visits and the wider curriculum.
- Assessment data is analysed according to different groups e.g SEN, gender and ethnicity and reported to governors.

3. Fostering good relations across all groups:

- Curriculum Enrichment weekly sessions and special weeks – a range of activities are organised to give a variety of experiences to all year groups e.g Good to be US; STEM, Arts, and Sports Weeks.
- Visits and visitors to raise spiritual, moral, social and cultural awareness.
- SMSC across the curriculum is identified in planning.
- Weekly assemblies focused on spiritual, moral, social and cultural themes.
- Annual anti bullying week.

- Overseas links – the school has worked with the Gambian School Project (particularly Bafuloto school).
- Each year group has a country of study throughout the year.
- PHSE curriculum covers issues including bullying, belonging, self and others.
- RE curriculum raises awareness of different faiths and beliefs.
- Views of all members of the school are taken into consideration through regular school-, eco- and sports- council meetings.
- Regular charity events take place each year, initiated by pupils; as well as participating in events for Children in Need and Comic/Sport Relief.
- Annual questionnaires to gain views of all stakeholders.

Impact:

The continuing impact of these initiatives is that we continue to have no issues around equality and diversity in our school.

Kathryn Tamlyn
Head Teacher
Spring 2019